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ABSTRACT

New Jersey's Distributive Education  
Teacher-Coordinators have responded to the increase in shoplifting by developing teaching units for in-school programs and adult classes which deal with this problem. This instructional outline begins with a teaching lesson concerning the purposes and objectives of the course. The second lesson expands upon the ideas developed in the first session. Shoplifters are categorized according to their methods and the tools of the trade are examined in the third lesson. Lesson four deals with the factors that induce shoplifting and what is being done to combat it. The fifth and final lesson presents the legal ramifications of shoplifting and summarizes the course.

(Author/SJL)

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# SHOPLIFTING

## A STUDY GUIDE

U. S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

Published by

DISTRIBUTIVE EDUCATION DIVISION,  
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RIDER COLLEGE

in cooperation with

**NEW JERSEY RETAIL MERCHANTS ASSOCIATION**  
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(609) 393-8006

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Dr. Walter A. Brower, Dean

New Jersey Retail Merchants Association, P. O. Box 22, 926 West State Street, Trenton, New Jersey 08601.  
Charles Defoe, Executive Vice President

### SHOPLIFTING: A STUDY GUIDE

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Summer, 1971

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Rider College

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The author wishes to extend his appreciation for further assistance to:

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**SECTION I:**

**Instructional Outline**

## INTRODUCTION

Shoplifting is no joke - it's a crime that costs everybody money! It is also the fastest growing form of larceny, according to F.B.I. Director J. Edgar Hoover. And the figures prove this fact--approximately \$3.5 billion worth of retail merchandise is shoplifted annually (\$200 million in New Jersey alone!).

Consequently, there has been a great need for New Jersey's Distributive Education Teacher-Coordinators to conduct short teaching units for both their in-school programs and adult classes in regard to shoplifting. This need stems from the increasing concern of both businessmen and law enforcement officials about the increasing store losses.

This teaching outline has been developed so that the Teacher-Coordinator can use flexibility in the presentation of the material. It can be taught in ten sessions of approximately fifty minutes each (two sessions to a lesson); or it can be taught in a shorter period of time by the use of handouts. Time constraints and the students' interest should be the end determinant of exactly how many sessions are allocated.

In addition to flexibility, the Teacher-Coordinator should attempt to make the unit as student-oriented as possible. Effort should also be made to bring in speakers, have the class attempt related project activities, utilize audio-visual aids, engage in role-playing and participate in the NJRMA/NJDECA Anti-Shoplifting Campaign.

One last, yet most significant, suggestion: Be somewhat familiar with the subject of shoplifting before beginning to teach it. Visit with store security managers or police detectives, and even browse through any of the reading materials suggested in this Guide's Listing of Resources. Also, contact the local Chamber of Commerce or Merchants Association (see page 18 ) for additional information.

\* \* \* \* \*

Lesson I deals with the purposes and objectives of the course. It should help the students to think about the significance of the shoplifting problem, as well as to help them to start thinking about the psychology involved.

Lesson II will expand on ideas developed in the first session. The group should then be ready to view an excellent film on the subject, "Caught."

In Lesson III, shoplifters are categorized and grouped according to their methods. Tools of the trade are also examined.

Lesson IV deals with the facts that induce shoplifting and what is being done to combat it.

The fifth and final lesson is a wrap-up of the course. It presents the legal ramifications of shoplifting, and if a guest speaker can be arranged to handle this area--so much the better.

Overall, the unit has been designed to follow a specific pattern that will take the class through the basic and fundamental concerns of the public, businessmen and law enforcement agencies.

Teacher-Coordinators should now feel free to take this information and adapt it accordingly.

## LESSON I

### Instructional Outline

### Suggestions to Teachers

#### I. INTRODUCTION

##### A. Explain Unit Content

1. For next week (or longer).
2. Tell of any films or speakers that will supplement it.
3. There will also be related projects.

Relate the basic areas to be covered.

#### II. WHAT (EXACTLY) IS SHOPLIFTING?

##### A. Definition of Terms

1. Inventory Shrinkage
  - a. Difference between retail price of merchandise and the actual amount realized on the sale of the merchandise.
  - b. Caused by theft, price markdowns, disappearance of money or merchandise.
2. Shoplifting
  - a. Larceny or theft in a retail store by people who pose as legitimate customers. Polite term for stealing.
  - b. Comprises 30 per cent of all inventory shrinkage.
  - c. Filfering, heisting, boosting, ripping-off are synonyms.
3. Retail Security
  - a. Protection of store properties.
  - b. Protection of personnel and customers from loss or injury.

Be sure class understands the role that shoplifting plays in inventory shrinkage.

Have students look up the definition of an unabridged dictionary. Also have them find the term's meaning, as determined by New Jersey Statute (which will be further analyzed in Lesson V). Might want to assign a group to research "History of Shoplifting"--see Cameron or Edwards Texts--and report back on findings later in the week.

Everybody's job to combat shoplifting; not just that of the security force.

#### III. WHY STUDY ISSUE?

- A. To determine affect shoplifting students. List them on chalkboard as has on the business community. they are brought out.
- B. To learn how to identify shoplifters.

Attempt to elicit these objectives from

- C. To get to know New Jersey's law on shoplifting.
- D. To learn the correct procedure in apprehending a shoplifter.
- E. To determine effect that the proper or improper display of merchandise has on shoplifters.
- F. To help businessmen reduce inventory losses.
- G. To make other employees aware of the problem.
- H. To help prevent people from getting into trouble.
- I. To know your rights as an employer or employee.
- J. To learn to understand the policeman's and lawmaker's problem.
- K. To find out what role age, sex, season of year, size of store and attitudes play in shoplifting.
- L. To recognize key items of merchandise that are frequently stolen.

#### IV. ENORMITY OF PROBLEM

- A. Approximately \$3.5 billion worth of retail merchandise is shoplifted annually in this country.
- B. Annual shoplifting losses in New Jersey are estimated to be over \$200 million.
- C. Shoplifting cases have increased 134% in last five years.
- D. At least 32% more people in the United States are shoplifting today than years ago.
- E. Macy's, New York City, has estimated loss of over \$1 million per year in shoplifting.
- F. Average inventory loss due to customer and employee pilferage has reached 1.6% of total sales.

Again, through use of related projects. Also, by working closely with local Chambers of Commerce and Merchants Associations (page 18 of this Guide) and/or working on the NJRMA/NJDECA Anti-shoplifting Campaign.

For example, through surveys on shoplifting of students, problems faced by retailers, etc. These would also provide an excellent digression into the area of Market Research.

Have class figure out how much per day.

      0      0      0      0      0      0      0

F.B.I. Director J. Edgar Hoover calls shoplifting the fastest growing form of larceny in the country. Have students research what else he and other law enforcement officials have said on the subject, as well as find out latest figures on amount of loss. Are any additional figures available from local stores and/or your particular area's Police Department?

Cite this fact: Theft from an average retail store of an item costing \$15 can be equivalent to losing the net profit on sales of \$1,000. Average net profit per dollar of sales is 1.5¢, so that's what it takes to offset the loss!

## V. PSYCHOLOGY OF SHOPLIFTING

- A. Why People Shoplift
  - 1. Need.
  - 2. For "fun" or "kicks."
  - 3. On a dare or impulse
  - 4. Just to see if they can get away with it.
  - 5. Part of an initiation.
  - 6. Stores are too big and making too much money.
  - 7. Can't pass up the chance.
  - 8. Desire for attention.
  - 9. Just a prank.
  - 10. Store won't miss it.
- B. Is shoplifting "Right?" or "Wrong?" and WHY?

Draw out from class examples of who they think might fit into the various categories, such as--fathers who do not have money to buy groceries; housewives with just enough money to buy necessities; and so forth.

This point could be the basis for a philosophical discourse.

Until when?

A mini-debate might be in order here. Hopefully, students will arrive at opinion that shoplifting is wrong...because it's stealing, indicative of a moral breakdown in our society, expensive to them as customers, etc. Yet some credence should be paid to the justifications for shoplifting. And care must be exercised to avoid sounding dogmatic.

Now would be a good time to distribute the brochure, "Teenagers Beware! Shoplifting is Stealing," available from the National Retail Merchants Association (see Listing of Resources, page 32) and announce that it will be discussed tomorrow. In addition, Teacher-Coordinators--whether or not involved in the NJDECA/NJRMA Anti-Shoplifting Campaign--might well want to begin dividing class into groups, so as to utilize some of the related projects.

END OF LESSON I

## LESSON II

### Instructional Outline

- I. REVIEW
  - A. Brochure, if distributed.
  - B. Yesterday's lesson.
  - C. Any projects that are being undertaken.
  
- II. NEWS RELEASES
  
- III. FILM--"CAUGHT!"  
Note: 24 minutes--color--sound--16 MM.
  - A. Preview first; then give class, before viewing, some idea of what they will be seeing.
  - B. Afterwards, discuss film's message (as perceived by students).

### Suggestions to Teachers

Highlight significant points.  
 Highlight significant points.

Refer to Appendix, page 38. Also, have students review existing literature on shoplifting as well as have them locate additional information.

This is an excellent film that should be shown not only to D.E. students, but if possible, to all students in the school at some sort of assembly program. See Listing of Resources, page 32, for its availability. Contained therein are several other excellent AV aids.

Produced in cooperation with educators, security experts, law enforcement officials and retail stores, this "on location" motion picture emphatically makes the point: "Stores are fighting back...and that shoplifters are going to get caught!" Will serve as an effective tool for student AND community attitude shaping and decision-making.

## END OF LESSON II

## LESSON III

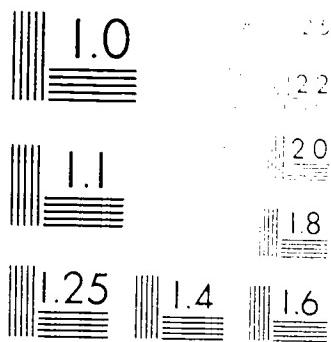
### Instructional Outline

- I. TYPES OF SHOPLIFTERS
  - A. Three Main Categories
    - 1. Kleptomaniacs--have a persistent, neurotic impulse to steal, especially without economic motive.
      - a. Minority group; account for not more than 1% of losses.

### Suggestions to Teachers

Prepare an overhead transparency with the names of each classification listed separately. Information may be included with the classification. Turn the transparencies as you discuss each type.

Have students do research on this.



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Lesson I deals with the purposes and objectives of the course. It should help the students to think about the significance of the shoplifting problem, as well as to help them to start thinking about the psychology involved.

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Instructional Outline

Suggestions to Teachers

I. INTRODUCTION

A. Explain Unit Content

1. For next week (or longer).
2. Tell of any films or speakers that will supplement it.
3. There will also be related projects.

Relate the basic areas to be covered.

II. WHAT (EXACTLY) IS SHOPLIFTING?

A. Definition of Terms

1. Inventory Shrinkage
  - a. Difference between retail price of merchandise and the actual amount realized on the sale of the merchandise.
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Be sure class understands the role that shoplifting plays in inventory shrinkage.

Have students look up the definition of an unabridged dictionary. Also have them find the term's meaning, as determined by New Jersey Statute (which will be further analyzed in Lesson V). Might want to assign a group to research "History of Shoplifting" --see Cameron or Edwards Texts--and report back on findings later in the week.

Everybody's job to combat shoplifting; not just that of the security force.

III. WHY STUDY ISSUE?

- A. To determine affect shoplifting has on the business community.
- B. To learn how to identify shoplifters.

Attempt to elicit these objectives from students. List them on chalkboard as they are brought out.

## Instructional Outline

- C. To get to know New Jersey's law on shoplifting.
- D. To learn the correct procedure in apprehending a shoplifter.
- E. To determine effect that the proper or improper display of merchandise has on shoplifters.
- F. To help businessmen reduce inventory losses.
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- L. To recognize key items of merchandise that are frequently stolen.

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- A. Approximately \$3.5 billion worth of retail merchandise is shoplifted annually in this country.
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- E. Macy's, New York City, has estimated loss of over \$1 million per year in shoplifting.
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## Suggestions to Teachers

Again, through use of related projects. Also, by working closely with local Chambers of Commerce and Merchants Associations (page 18 of this Guide) and/or working on the NJRMA/NJDECA Anti-shoplifting Campaign.

For example, through surveys on shoplifting of students, problems faced by retailers, etc. These would also provide an excellent digression into the area of Market Research.

Have class figure out how much per day.

□ □ □ □ □ □ □

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Cite this fact: Theft from an average retail store of an item costing \$15 can be equivalent to losing the net profit on sales of \$1,000. Average net profit per dollar of sales is 1.5¢, so that's what it takes to offset the loss!

V. PSYCHOLOGY OF SHOPLIFTING

A. Why People Shoplift

1. Need.
2. For "fun" or "kicks."
3. On a dare or impulse
4. Just to see if they can get away with it.
5. Part of an initiation.
6. Stores are too big and making too much money.
7. Can't pass up the chance.
8. Desire for attention.
9. Just a prank.
10. Store won't miss it.

B. Is shoplifting "Right?" or "Wrong?" and WHY?

Draw out from class examples of who they think might fit into the various categories, such as--fathers who do not have money to buy groceries; housewives with just enough money to buy necessities; and so forth.

This point could be the basis for a philosophical discourse.

Until when?

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END OF LESSON I

## LESSON II

Instructional Outline	Suggestions to Teachers
<b>I. REVIEW</b>	
A. Brochure, if distributed. B. Yesterday's lesson. C. Any projects that are being undertaken.	Highlight significant points. Highlight significant points.
<b>II. NEWS RELEASES</b>	Refer to Appendix, page 38. Also, have students review existing literature on shoplifting as well as have them locate additional information.
<b>III. FILM--"CAUGHT!"</b> <u>Note:</u> 24 minutes--color--sound--16 MM.	This is an excellent film that should be shown not only to D.E. students, but if possible, to all students in the school at some sort of assembly program. See Listing of Resources, page 32, for its availability. Contained therein are several other excellent AV aids.
A. Preview first; then give class, before viewing, some idea of what they will be seeing. B. Afterwards, discuss film's message (as perceived by students).	Produced in cooperation with educators, security experts, law enforcement officials and retail stores, this "on location" motion picture emphatically makes the point: "Stores are fighting back...and that shoplifters are going to get caught!" Will serve as an effective tool for student AND community attitude shaping and decision-making.

END OF LESSON II

## LESSON III

Instructional Outline	Suggestions to Teachers
<b>I. TYPES OF SHOPLIFTERS</b>	
A. Three Main Categories 1. Kleptomaniacs--have a persistent, neurotic impulse to steal, especially without economic motive. a. Minority group; account for not more than 1% of losses.	Prepare an overhead transparency with the names of each classification listed separately. Information may be included with the classification. Turn the transparencies as you discuss each type.
	Have students do research on this.

## ANTI-SHOPLIFTING PROJECTS

These, of course, can be utilized as part of the NJRMA/NJDECA Anti-Sho~~p~~lifting Campaign. Yet they should also be implemented to enhance the Instructional Outline; to give students a "hands-on" look at the sho~~p~~lifting problem that they are studying.

In addition, it should be noted that these projects--which are suggestions only, meant to be modified and added to wherever and whenever applicable--involve a wide variety of skills. They include writing, reading, marketing research, public and community relations, to name just a few.

Lastly, a reminder: Forget NOT to contact the local Chamber of Commerce or Merchants Association for help. A list of these can be found on the preceding page.

\* \* \* \* \*

1) Have students do posters on sho~~p~~lifting, and then arrange for these posters to be displayed in the local malls and shopping centers. Perhaps have an in-school contest for D.E. and non-D.E. students, with prizes being awarded to the best in each competition (particularly try to involve the art students). Allow the students to do the judging themselves!

2) Enter other DECA competitions, in addition to this one. For example, this year's poster contest has as its theme, "Shoplifting Is A Crime!"

Last year DECA chapters (that studied sho~~p~~lifting) entered and won in the following competitions:

Department Store Merchandising--"The Shoplifter & The Dishonest Employee," whereby a student from New Jersey's Bloomfield High School wrote material that will be included in a forthcoming book.

Specialty Store Merchandising--"A Problem: Teenage Shoplifting" in which a student from Maryland's James M. Bennett High School surveyed 325 teenagers from the Salisbury area.

Variety Store Merchandising--"Shoplifting in Variety Stores in Wichita," whereby a student from Kansas' South High School discovered that employees were not sufficiently trained to combat shoplifting.

- 3) Devise anti-shoplifting advertisements. Select the best to be run in the school and local newspapers.

To accomplish this latter goal, work through the local Chamber of Commerce and Merchants Associations, as well as with regular press contacts.

Students might even want to try writing radio and television "spots."

- 4) Distribute, with appropriate publicity, a shoplifting brochure to the entire school. An excellent one is "Teenagers Beware! Shoplifting is Stealing," a copy of which can be found on page 34 of this Study Guide.

Make sure that the DECA Chapter receives proper recognition for this effort; e.g., by imprinting name on back of each booklet. Ask whichever group you are working with for financial assistance to purchase it.

Also try to have this brochure's message brought home to the parents (maybe working through the P.T.A.?).

Lastly, if the students feel creative, they could even attempt to devise a pamphlet of their own, being free to adopt whatever material they felt applicable.

- 5) Still on the subject of publicity, help the New Jersey Retail Merchants Association in its campaign to combat shoplifting--by arranging for billboards, newspaper space, getting on television, radio, etc.

But again, to emphasize the point: This should only be done in conjunction with local anti-shoplifting campaigns, coordinated by either a Chamber of Commerce or Merchants Association.

- 6) When and if a brochure or pamphlet--Project #4--is distributed, get other subject teachers to conduct mini-sessions/discussions on shoplifting.

Keep in mind that this needs to be done to "spread the gospel" to the entire school; otherwise, just D.E. students will be receiving the message.

Personal contact will probably be needed, and this could be arranged through a faculty meeting at the start of the effort. Or, at the least, a memo should be sent from the Teacher-Coordinator to the rest of the school's staff.

- 7) Conduct an essay contest for both D.E. and non-D.E. students (the rest of the school, in other words) perhaps through the cooperation of the English Department.

Possible topics might include:

History of Shoplifting

Why People Shoplift

Interviews--Project #13

Research--Projects #11 and #17

Editorials--with the best to be run in school and local papers.

- 8) Attempt to have D.E. students employed on local security forces.

Several large retailing chains have already begun employing youths in so-called "Mod Squads."

- 9) Along with the Chamber of Commerce or Merchants Association, work with

as many other groups as possible to spread the message.

For example, check-out the local Small Business Administration, Parent Teachers Association, Police Department and service clubs (Rotary, Kiwanis, etc.)

10) Read as much as possible about the subject.

In addition to this Guide's Listing of Resources, check-out newspapers and various periodical guides.

Rider College DECA and the NJRMA would both also be interested in an annotated, updated bibliography.

11) Even if not entered as a separate DECA competition, conduct confidential surveys...

in school--of the students to determine whether or not they shoplift, what kinds of items are shoplifted, the frequency of shoplifting.

in stores--When does the greatest amount of shoplifting take place? What are the primary factors that induce shoplifting? What measures are being undertaken to combat shoplifting? Has the campaign "helped"? (Compare shoplifting figures for one month this year against the same month last year.)

in the community--of local citizens to analyze the effectiveness of shoplifting legislation and whether or not this anti-shoplifting "message" is being effectively communicated. Ask: Does the average citizen take any action if a shoplifter is spotted; e.g., does he notify store personnel?

12) Sponsor, at school, in-service clinics on shoplifting for retail employees and/or community groups.

This Guide can also be utilized for such a purpose.

- 13) Conduct taped interviews with police chiefs, security personnel, "known" shoplifters and store executives.

Play these back for the entire class. Then write them up for the benefit of others.

- 14) Everybody's always talking about shoplifting. Try to devise new, improved ways to reduce it; try these out.

IMPORTANT: Please immediately send any of these ideas to Rider DECA.

- 15) Also, kindly send to Rider DECA (as soon as attempted) any new ideas to publicize the message that "Shoplifting is no joke; it's a crime...and it costs everybody money!"

For example, attempt devising a film that deals with shoplifting, or a transparency, series, slides even tapes that could be put to use by other schools. These would all prove to be extremely valuable.

- 16) As suggested in the Instructional Outline, arrange for a class demonstration of ways and tools of the shoplifter, with the emphasis on the fact that someone is always watching.

Skits or dramatizations would prove helpful here. Using the local Police Department for advice and/or to conduct the role-playing, students might also want to show the rest of the school exactly what apprehension, questionning and a court appearance entail.

- 17) Research New Jersey shoplifting laws, and whether or not they are effective.

Compare and contrast with other states.

Do they, in fact, act as a deterrent? Do "caught" shoplifters repeat?

Trace down local police records, if available. And evaluate--through newspaper accounts--the penalties that are given out.

18) Post warning decals or signs for local stores, informing the public that it can be prosecuted for shoplifting.

These attractive wall decals and signs are available from the New Jersey Retail Merchants Association.

Or they could also be run-off by D.E.--or Print Shop--students, after preliminary approval was received on the design and wording of same.

19) Arrange for a field trip to view a large store's security force.

Many students might be interested in going down to a local police station--which they probably have never seen--to see exactly what does happen to the shoplifter (include the fingerprinting process).

Try to tie-in this shoplifting instruction with any other field trips that might be planned.

20) D.E. students: Get the message across to junior high and even elementary students.

Analyze ways to accomplish this goal (for instance, by distributing the aforementioned brochure); then proceed.

21) One of the best ways to accomplish Project #20 is to organize assembly programs--for the rest of the school, junior high and

elementary groups, the local P.T.A. and any other organizations that might/should be concerned with the problem of shoplifting.

Show a film, such as "Caught," and bring in a speaker. The local Chamber of Commerce or Merchants Association will be able to help plan here as they should have several speakers available, including security personnel, store managers, police detectives, judges and prosecutors.

Role-playing (perhaps even by the school's drama students) often proves an effective way to convey the message.

Equally effective--if it can be arranged--is to bring in a local disc jockey to "host" the assembly program. This was done with great success in Milwaukee and what follows is a sample of the script that was followed.

This script, of course, should just serve as a guide for the kind of ideas that should be introduced. It should most definitely NOT be read verbatim, and it also needs some updating of facts and language.

## A DISC JOCKEY'S SPEECH TO TEENAGERS

Before I really get into what I'm going to talk to you about today, there's something else that I want to say. I say this with all sincerity and I hope you will take it that way, also. The subject I'm going to speak on today is very important to me and I want it to be very important to you because, believe me, it is a very important part of your life. Not only the present, but the future. In fact, maybe the future part of it is even more important. I know what a lot of you are thinking, you're saying "Oh no, here we go again, another lecture, another adult telling me what's wrong with teenagers." And so, bang, it's tune out time. You push that little button in your brain and tune me out and start thinking about other things like what you're going to do tonight, the big date you've got coming up this weekend. You sit there and think, "I don't want him telling me what's wrong with teenagers, I'm sick of it." And believe me, according to the statistics I have here today, there is something wrong with a lot of teenagers.

And so, today I challenge you for once to have the guts to sit up and dig what I'm saying because I don't want to stand up here and talk to a lot of blank faces. I want to be able to talk to the mature young adults you say you are. Sometimes it's hard to put feelings into words, but I'm going to try. I'm going to try to say what I feel. And, believe me, it's even harder to write a speech, I'll admit it. I was a little up-tight about this whole thing. It's tough to write. I'm not a professional writer. A lot of blood, sweat and tears went into this. I have this speech here of--as you can see--with realms of notes, because I feel there are so many important things that I want to say--that I must say and I don't want to leave anything out.

And don't think I'm here just because I was told to be, please. I could have said no. I'm here because I want to be here. I'm here because I dig young people, and because, as corny as it may sound, because I have a great feeling inside of me for young people. That's why I work at WLIT. Because it gives me the chance to work with the people I love. I like the music, too, no doubt about it. And, you know, it's been said that the future belongs to the young. And I hope that by what I say here today, that it may help you just a little towards a good future. So, for the next half hour or so, we are just going to rap about something that concerns all of us--you and even me. The problem we are going to discuss is shoplifting. And we're going to tell you what shoplifting amounts to, whether you want to recognize it for yourself or not, is a theft punishable in this state by fines or imprisonment, or both. And it seems that the young people involved in these incidents today either are not fully aware of that or ignore that fact completely.

And today we're here to underline this, to underscore it, to bring it out into the foreground, remind you from this day on that the violation of the law in this community and in this state is something taken seriously by our city's merchants and the Police Department. In the research that we took in order to present this little talk to you today, we took a look at the entire realm of merchandise theft at the national

level. We realize that in 1967, \$2.1 billion in merchandise was taken from American stores. By 1970, the figure will have risen from \$2.1 to \$2.35 billion. That's a lot of loot. FBI Chief J. Edgar Hoover has designated it as the fastest growing larceny violation in the nation. You might say it's sort of a case of mass slight of hand. And it is to the point now where store managers are leery of every customer. When a person enters a store carrying a large package, large bulky coat, or maybe it's a girl with a large handbag, the chances are you're spotted immediately and that your picture will have been taken before you ever reach a counter of merchandise.

Now you're going to say, "Chuck, why are you here to talk to us about this problem?" Well, to be very blunt about it, to tell it like it is, I'm simply here because our information tells us that 50%--50% of that \$2.1 billion worth of merchandise is taken by people between the ages of 14 and 19. And, you know, it really grieves me because, more and more, teenagers are saying, "We're not as bad as the adults think we are. We are bright and alert young people. We care about other people, about our communities, about our country, and the condition it is in." And then we look at the statistics. Fifty per cent between the ages of 14 and 19. You say, "Why don't they lower the voting age to 18 so we can have our say about who is going to lead our country?" Yes, you say that as you slip a lipstick into your purse, or a record in among your school books, or slide an extra watch on your arm. Now I'm not here to accuse anyone in this room of shoplifting. It's quite possible that no one ever has. I am here to ask you not to steal. If you have, not to do it again. Because in the long run, it is you--and only you--that will be hurt. Shoplifting is stealing, whether it be a 5¢ pack of gum or a \$1 record, or a \$10 transistor radio. Shoplifting is stealing.

Now, think about this. You come to school in the morning, you're wearing a brand new watch that you just bought with part of your savings. Money that you worked hard for all summer long, pumping gas, working in a supermarket, babysitting, whatever. But, you worked hard for it. You decide to go into the washroom to wash your hands, and not wanting to get your new watch wet, you leave it in your locker. Knowing that you will only be gone a minute or two, you don't bother to lock your locker. After all, no one is going to steal it--or are they? You return from the washroom and it's gone, that brand new watch that you worked and saved for has been lifted. In effect, shoplifted. Now, you don't like it when someone takes something of yours, so why should you take something that belongs to someone else? After all, every item in a store was bought and paid for by the owners of that store and every piece of merchandise in that store belongs to them until someone buys it.

I'm now talking about why people shoplift. Police, store managers, psychologists have plenty of theories to explain the growth of shoplifting. Some see a general decay of moral standards. They say that some young people take the billiard ball conception of themselves. That they are victims of a broken home, or their mothers rejected them, so why shouldn't they steal? Perhaps one motivation for shoplifting is a desire for

the thrill of getting something for nothing. They get something alright--a quick trip to the police station. And do you realize that the average retail value of all shoplifted items is only \$3.00? It seems that shoplifters get a certain satisfaction proving they are smarter than the people who run the store.

Let's talk more about the kind of people who shoplift. Less than 5% of all the thefts are committed by the mentally ill, or kleptomaniacs, even less out of financial need. In fact, the great majority--this may come as a shock--are white and come from middle income suburban families who don't even need it. Who don't even need it! Example: A lady wearing a \$5,000 mink coat, her fingers studded with diamonds was picked up trying to walk off with a \$2.98 candy dish. "Just for kicks," as she explained to the detective. Many children learn their shoplifting early. They pick up their techniques from their mothers. They are often used as decoys. Parents stuff goods into the kid's pockets so the kids can be blamed for misbehaving--then when the mothers are caught, it's "Naughty, naughty Johnny, shouldn't do that." So, it's quite true that not all shoplifters are teenagers, but remember, half of them are.

Here's another example. Two teenage boys, I would say, are the most brazen shoplifters I've ever heard of. Dressed in overalls, they confidently strolled into a sporting goods store, picked up a canoe and walked out. End of story--not quite. They were caught when they returned for the paddles. I tell you that story to show you that they did get away with one theft, but they were caught the second time. You may get away with it once, five times, ten times even. But, eventually, you will get caught, and why take a chance. You might be caught the first time. There's an old saying that your sins will always come back to haunt you, so why commit that sin in the first place?

Now, let's talk about why teenagers shoplift. The most common answers are--"I did it for kicks," and you should be kicked. "Oh, it was just a prank, it was an impulse, I did it on a dare. It was part of an initiation." In other words, they seem to think it's more sport than a crime. Some sport. A sport that could jeopardize your entire future. This is no sport. It's a character problem. And one of the most important parts of getting ahead in this world is your character. Believe me, you are judged more on that than you are on your talents or your brains. As you grow older and become more experienced in this big and wonderful world, you will find that the people who get the farthest ahead are those with a high character standing. Indeed, shoplifting is not a sport, it is a childish regression. But, I don't care what you say, kids steal to be in. In what, jail? Friends say "go ahead, I dare you to." With friends like this, you don't need enemies.

Now, let's imagine for a minute what it would be like to shoplift and be caught. You're in a store, any store, and maybe you're just out window shopping for the most part of that day. You don't have too much money with you. A couple of bucks or whatever. And all of a sudden you see something you want and you have wanted it for a long time. It could be one of a million things. A new shirt, a new dress, a new coat, a transistor radio, a record album, anything. You want

it. You check your money supply. You're about \$2 short. Now, wait a minute. There doesn't seem to anyone around. The thought hits you. It'll be easy to take it. It's small, it'll fit in my pocket or maybe it will go into your purse. Whatever this thing is that you want. And you say, "I can get away with it, I don't see anybody watching."

So, quickly confidently, you slip it into your pocket, and right then you find yourself getting scared. You pray that you're going to get out that door and that everything's fine. You've got it in your pocket, you figure that's most of it. Nobody's caught you yet. And you head for the door, shaking like a leaf, and you will be, believe me. All of a sudden you're out that door and you figure, "I'm home free." Then you feel that hand on your arm. You thought you were shaking before, you're going to be shaking even more now. Can you imagine that feeling when you look up and you see a policeman, or store manager, and they have their hand on your arm because they know you took something that did not belong to you? And you know you're caught. And right then you will have to face the fact that you are a thief and it can be a truly traumatic experience. Imagine that, young people. Imagine that hand on your arm, catching you and you're caught, you are a thief.

Alright, we've just imagined ourselves being caught. Now let's get right down to it. What happens when you are caught shoplifting? It's not very pleasant, believe me. You'll be taken to the police station, your parents will be called and they will be required to be at the police station with you. Juvenile reports will be made out and these reports pertain not only to you, but your family and everything about them. A full description of you, the name and place where your parents work, whether they own their home, the school and church that you attend, the names of all children in the family and their ages. The names of your three best friends, and whether they were implicated in the theft or not. A state form will then be made out and sent to Madison in duplicate. You'll be searched and a photograph will be taken. And that should be a pretty good deterrent right there. Your photograph on file in this city and in Madison. A photograph that is available to certain people if needed.

So here you have your name on location in two locations and this is a record that will never be erased. You will carry this record with you wherever you go. This record is open to many people throughout the rest of your life, including the military government, schools of higher learning that you may attempt to enter, places of employment that have government contracts. And any time that the state, or county or federal government wants information about you, they can get it from this record. A job that requires bonding, even that of a stock boy, probably would be closed to a youth with a record. You may also be turned down for government, state, city or county jobs. With a police record, it can be difficult, in fact in some cases, impossible, to enter any business or profession where a special license is required, such as law, real estate or insurance. A criminal record can keep you out of the college or professional school of your choice. For example, a stolen carton of candy kept one boy out of West Point, and a girl was denied entry to law school because of a stolen swimsuit. Now, I think you realize that in this day and age a person just can't afford

not to go to college. There was a time when they used to say you can't get anywhere with a high school education--now you can hardly get anywhere without a college education. In fact, you almost need a masters degree, even a Ph. D. in everything. Do you want that gone, that opportunity to go to the college of your choice, gone? I don't think you do. So you see these kicks can come back to haunt you. A minor record easily becomes a major problem. Now in Wisconsin, shoplifting is theft. Theft is a felony if the property is of a value exceeding \$100 and is punishable by imprisonment in the state penitentiary in Waupun. So you say, "I only took little things, I don't have to worry." Alright, let's tell you about that.

If the value of the property does not exceed \$100, you can receive a fine of not more than \$200 or imprisonment up to six months, or both. Alright, for property values ranging between \$1,000 to \$10,000, it could be a fine anywhere from \$200 to \$10,000, or imprisonment anywhere from six months to 15 years. We're really not concerned with that. We're concerned actually with the smaller items. Things like records, lipstick, compacts, candy bars, nylons, clothing, etc. And another thing to think about, too, is that if you are over 18 you can be tried as an adult. So, alright, you're 17 1/2, you're picked up for shoplifting, and you figure, alright, well you know what might happen, they just might not do anything for six months. And when you reach the age of 18, then you'll be charged with theft and go into adult court. And that can be a very traumatic experience. Many young people, when arrested for shoplifting say, "Why didn't someone tell me that shoplifting was a crime." Look, ignorance of the law is no excuse and no defense against prosecution and conviction. Don't expect someone to tell you, you should know that. Another reason not to shoplift is, well, because it's getting harder and harder to get away with it.

Let's go into some of the deterrents you find in stores. First of all, there are floor detectives and these are not what you usually figure detectives to be. The guy in the white shirt, dark tie and dark suit, wandering around the floor, graying at the temples. He's likely to be dressed the same as you--levis, sneakers and a sweat shirt, long hair and a mustache. You can never tell. The guy standing next to you looking at merchandise might be a floor detective. There are two way mirrors. You are admiring something in a mirror and somebody's looking right back through it at you.

They use walkie-talkies, close-circuit television and also cameras, from most anywhere they can hear or see you. This information can be used for prosecution. If they've got your picture on record, they can use that as evidence in court. There's a new system in use in some stores, the micro-wave transmitter, which is the size of a dot hidden on a sales item. You don't know just where it will be hidden, and the clerk is the only one who can neutralize that dot. If the dot is not neutralized, it sets off an alarm when carried through an exit. And bingo, you're done. Some kind of ultimate in anti-shoplifting techniques may be the loud speaker in one store out East that keeps repeating "put it back, put it back."

(Now, if I were going to use slides or a film in my speech, this is the spot where I would use them. If not, I'd continue this way.)

We give you this information today for a series of reasons. We feel that each one of you in this room is mature enough to know and understand information like this and make a decision on your own. To become involved or not to become involved in these instances. Now this is where the solution to the problem lies. The decision is yours. Let us talk about the tragedy and heartbreak within your own family. When Mom and Dad come down to the police station and you have to face them. Face the tears in your Mother's eyes, and the tears will stream down your face. And your Father's hair gets grayer. And all because you took some silly little thing like a lipstick or a record or a transistor radio. Stop and think, who did it to them, who did it to you, and don't get involved with the law and end up with a record that cannot be erased.

Today I want to ask each of you here, each of you, to do me a favor. I want each one of you, individually, and on a personal level, to go somewhere where you can be alone. I want you to take a good hard look at yourself. I want you to take the time to make a self-evaluation and really think. Now, you know, thinking about yourself, objectively, is one of the hardest things for a person to do, because you always tend to look at the good points and ignore the bad points. I want you to think of yourself objectively. Consider the bad points as well as the good points. Consider the past, where you have been, and the future, where you are going. You know, growing up is a serious matter and it effects everyone in a different way. And that's why you must decide. Your friends can't tell you. Your teachers and parents can only guide you. You must make the final decision on what you are going to do with the rest of your life.

Now, it's a tough old world and more than once in this life, you are going to feel that you are being stepped on. Just pushed into the ground like a piece of dirt. More than once that's going to happen to you. And maybe your way of retaliation would be to pick something up, something that doesn't belong to you. Your way of showing that you can step back. So what have you accomplished. You just picked up a \$4.00 record. Big deal. And once you've stolen it, it'll lose all its value. What does this mean to you, something that you've just picked up and carried out of a store. You haven't earned it, you haven't won it, and you haven't even bought it. It's just a record that you stole. What does it mean? Sure you can put it on your record player and play it. Sure, maybe it's Gary Puckett and the Union Gap, your favorite group. But, I really don't think it will really mean anything to you. Now, this may sound corny, but it's true, believe me. The things that I enjoy the most are the things that I have worked the hardest for. And I think you too will find that to be true also. And I think today is the case at point.

Now this speech has not been easy to prepare for me. Every night for a week I sat down and I thought and I wrote, and I wrote and I thought. I tried, as I said earlier in this speech, to put my feelings down on paper and it's not easy. I'm not a gifted writer. If I was, I'd probably be out writing comedy shows or something. But I sat down because I felt this was something that had to be said. It was something that I believed in and that I believe that you should know about. It's something that I worked hard for. I ignored my family every night for a week because I wanted to do this for you, because I believe in you. And this I know is something

that I am going to enjoy to the upmost because it is something that I feel I've worked hard for. For this opportunity to be able to talk to each and every one of you today. And I know I will enjoy it even more if you follow the path that I am trying to put forth to you.

Talking about a path in conclusion today, I would like to talk a little about a poem that Robert Frost wrote called "The Road Not Taken." "The Road Not Taken" is a story of a man walking down a road on an autumn day and suddenly he comes to a fork in the road. One path goes off to the left, one to the right. The one to the right has been traveled by many because the ruts from the wheels are deep and the undergrowth has grown back quite a ways. It's obvious that many have gone that way. But Frost says, consider that path to the left. There the weeds are deep, there the undergrowth has grown so close it's obvious that few have gone that way. And you know that path took a turn not far from the man's sight to a destination unknown to the traveler. Frost said that he stood there for some time making a decision. And, finally, he writes these two lines to conclude his poem. "And I, I took the path less traveled by and that has made all the difference."

Now it seems to me that that poem is more than a path, than a poem, than leaves and trees. It is life, your life and mine. You can choose to become involved in any incident that we have described to you today. You can choose to go along with your friends and keep that 1/3 figure involved in juvenile crime. That's your choice.

## ANTI-SHOPLIFTING PROJECTS

These, of course, can be utilized as part of the NJRMA/NJDECA Anti-Shoiping Campaign. Yet they should also be implemented to enhance the Instructional Outline; to give students a "hands-on" look at the shoplifting problem that they are studying.

In addition, it should be noted that these projects--which are suggestions only, meant to be modified and added to wherever and whenever applicable--involve a wide variety of skills. They include writing, reading, marketing research, public and community relations, to name just a few.

Lastly, a reminder: Forget NOT to contact the local Chamber of Commerce or Merchants Association for help. A list of these can be found on the preceding page.

\* \* \* \* \*

1) Have students do posters on shoplifting, and then arrange for these posters to be displayed in the local malls and shopping centers. Perhaps have an in-school contest for D.E. and non-D.E. students, with prizes being awarded to the best in each competition (particularly try to involve the art students). Allow the students to do the judging themselves!

2) Enter other DECA competitions, in addition to this one. For example, this year's poster contest has as its theme, "Shoplifting Is A Crime!"

Last year DECA chapters (that studied shoplifting) entered and won in the following competitions:

Department Store Merchandising--"The Shoplifter & The Dishonest Employee," whereby a student from New Jersey's Bloomfield High School wrote material that will be included in a forthcoming book.

Specialty Store Merchandising--"A Problem: Teenage Shoplifting" in which a student from Maryland's James M. Bennett High School surveyed 325 teenagers from the Salisbury area.

Variety Store Merchandising--"Shoplifting in Variety Stores in Wichita," whereby a student from Kansas' South High School discovered that employees were not sufficiently trained to combat shoplifting.

- 3) Devise anti-shoplifting advertisements. Select the best to be run in the school and local newspapers.

To accomplish this latter goal, work through the local Chamber of Commerce and Merchants Associations, as well as with regular press contacts.

Students might even want to try writing radio and television "spots."

- 4) Distribute, with appropriate publicity, a shoplifting brochure to the entire school. An excellent one is "Teenagers Beware! Shoplifting is Stealing," a copy of which can be found on page 34 of this Study Guide.

Make sure that the DECA Chapter receives proper recognition for this effort; e.g., by imprinting name on back of each booklet. Ask whichever group you are working with for financial assistance to purchase it.

Also try to have this brochure's message brought home to the parents (maybe working through the P.T.A.?).

Lastly, if the students feel creative, they could even attempt to devise a pamphlet of their own, being free to adopt whatever material they felt applicable.

- 5) Still on the subject of publicity, help the New Jersey Retail Merchants Association in its campaign to combat shoplifting--by arranging for billboards, newspaper space, getting on television, radio, etc.

But again, to emphasize the point: This should only be done in conjunction with local anti-shoplifting campaigns, coordinated by either a Chamber of Commerce or Merchants Association.

- 6) When and if a brochure or pamphlet--Project #4--is distributed, get other subject teachers to conduct mini-sessions/discussions on shoplifting.

Keep in mind that this needs to be done to "spread the gospel" to the entire school; otherwise, just D.E. students will be receiving the message.

Personal contact will probably be needed, and this could be arranged through a faculty meeting at the start of the effort. Or, at the least, a memo should be sent from the Teacher-Coordinator to the rest of the school's staff.

- 7) Conduct an essay contest for both D.E. and non-D.E. students (the rest of the school, in other words) perhaps through the cooperation of the English Department.

Possible topics might include:

History of Shoplifting

Why People Shoplift

Interviews--Project #13

Research--Projects #11 and #17

Editorials--with the best to be run in school and local papers.

- 8) Attempt to have D.E. students employed on local security forces.

Several large retailing chains have already begun employing youths in so-called "Mod Squads."

- 9) Along with the Chamber of Commerce or Merchants Association, work with

as many other groups as possible to spread the message.

For example, check-out the local Small Business Administration, Parent Teachers Association, Police Department and service clubs (Rotary, Kiwanis, etc.)

- 10) Read as much as possible about the subject.

In addition to this Guide's Listing of Resources, check-out newspapers and various periodical guides.

Rider College DECA and the NJRMA would both also be interested in an annotated, updated bibliography.

- 11) Even if not entered as a separate DECA competition, conduct confidential surveys...

in school--of the students to determine whether or not they shoplift, what kinds of items are shoplifted, the frequency of shoplifting.

in stores--When does the greatest amount of shoplifting take place? What are the primary factors that induce shoplifting? What measures are being undertaken to combat shoplifting? Has the campaign "helped"? (Compare shoplifting figures for one month this year against the same month last year.)

in the community--of local citizens to analyze the effectiveness of shoplifting legislation and whether or not this anti-shoplifting "message" is being effectively communicated. Ask: Does the average citizen take any action if a shoplifter is spotted; e.g., does he notify store personnel?

- 12) Sponsor, at school, in-service clinics on shoplifting for retail employees and/or community groups.

This Guide can also be utilized for such a purpose.

- 13) Conduct taped interviews with police chiefs, security personnel, "known" shoplifters and store executives.

Play these back for the entire class. Then write them up for the benefit of others.

- 14) Everybody's always talking about shoplifting. Try to devise new, improved ways to reduce it; try these out.

IMPORTANT: Please immediately send any of these ideas to Rider DECA.

- 15) Also, kindly send to Rider DECA (as soon as attempted) any new ideas to publicize the message that "Shoplifting is no joke; it's a crime...and it costs everybody money!"

For example, attempt devising a film that deals with shoplifting, or a transparency, series, slides even tapes that could be put to use by other schools. These would all prove to be extremely valuable.

- 16) As suggested in the Instructional Outline, arrange for a class demonstration of ways and tools of the shoplifter, with the emphasis on the fact that someone is always watching.

Skits or dramatizations would prove helpful here. Using the local Police Department for advice and/or to conduct the role-playing, students might also want to show the rest of the school exactly what apprehension, questionning and a court appearance entail.

- 17) Research New Jersey shoplifting laws, and whether or not they are effective.

Compare and contrast with other states.

Do they, in fact, act as a deterrent? Do "caught" shoplifters repeat?

Trace down local police records, if available. And evaluate--through newspaper accounts--the penalties that are given out.

- 18) Post warning decals or signs for local stores, informing the public that it can be prosecuted for shoplifting.

These attractive wall decals and signs are available from the New Jersey Retail Merchants Association.

Or they could also be run-off by D.E.--or Print Shop--students, after preliminary approval was received on the design and wording of same.

- 19) Arrange for a field trip to view a large store's security force.

Many students might be interested in going down to a local police station--which they probably have never seen--to see exactly what does happen to the shoplifter (include the fingerprinting process).

Try to tie-in this shoplifting instruction with any other field trips that might be planned.

- 20) D.E. students: Get the message across to junior high and even elementary students.

Analyze ways to accomplish this goal (for instance, by distributing the aforementioned brochure); then proceed.

- 21) One of the best ways to accomplish Project #20 is to organize assembly programs--for the rest of the school, junior high and

elementary groups, the local P.T.A. and any other organizations that might/should be concerned with the problem of shoplifting.

Show a film, such as "Caught," and bring in a speaker. The local Chamber of Commerce or Merchants Association will be able to help plan here as they should have several speakers available, including security personnel, store managers, police detectives, judges and prosecutors.

Role-playing (perhaps even by the school's drama students) often proves an effective way to convey the message.

Equally effective--if it can be arranged--is to bring in a local disc jockey to "host" the assembly program. This was done with great success in Milwaukee and what follows is a sample of the script that was followed.

This script, of course, should just serve as a guide for the kind of ideas that should be introduced. It should most definitely NOT be read verbatim, and it also needs some updating of facts and language.

## A DISC JOCKEY'S SPEECH TO TEENAGERS

Before I really get into what I'm going to talk to you about today, there's something else that I want to say. I say this with all sincerity and I hope you will take it that way, also. The subject I'm going to speak on today is very important to me and I want it to be very important to you because, believe me, it is a very important part of your life. Not only the present, but the future. In fact, maybe the future part of it is even more important. I know what a lot of you are thinking, you're saying "Oh no, here we go again, another lecture, another adult telling me what's wrong with teenagers." And so, bang, it's tune out time. You push that little button in your brain and tune me out and start thinking about other things like what you're going to do tonight, the big date you've got coming up this weekend. You sit there and think, "I don't want him telling me what's wrong with teenagers, I'm sick of it." And believe me, according to the statistics I have here today, there is something wrong with a lot of teenagers.

And so, today I challenge you for once to have the guts to sit up and dig what I'm saying because I don't want to stand up here and talk to a lot of blank faces. I want to be able to talk to the mature young adults you say you are. Sometimes it's hard to put feelings into words, but I'm going to try. I'm going to try to say what I feel. And, believe me, it's even harder to write a speech, I'll admit it. I was a little up-tight about this whole thing. It's tough to write. I'm not a professional writer. A lot of blood, sweat and tears went into this. I have this speech here of--as you can see--with realms of notes, because I feel there are so many important things that I want to say--that I must say and I don't want to leave anything out.

And don't think I'm here just because I was told to be, please. I could have said no. I'm here because I want to be here. I'm here because I dig young people, and because, as corny as it may sound, because I have a great feeling inside of me for young people. That's why I work at WLIT. Because it gives me the chance to work with the people I love. I like the music, too, no doubt about it. And, you know, it's been said that the future belongs to the young. And I hope that by what I say here today, that it may help you just a little towards a good future. So, for the next half hour or so, we are just going to rap about something that concerns all of us--you and even me. The problem we are going to discuss is shoplifting. And we're going to tell you what shoplifting amounts to, whether you want to recognize it for yourself or not, is a theft punishable in this state by fines or imprisonment, or both. And it seems that the young people involved in these incidents today either are not fully aware of that or ignore that fact completely.

And today we're here to underline this, to underscore it, to bring it out into the foreground, remind you from this day on that the violation of the law in this community and in this state is something taken seriously by our city's merchants and the Police Department. In the research that we took in order to present this little talk to you today, we took a look at the entire realm of merchandise theft at the national

level. We realize that in 1967, \$2.1 billion in merchandise was taken from American stores. By 1970, the figure will have risen from \$2.1 to \$2.35 billion. That's a lot of loot. FBI Chief J. Edgar Hoover has designated it as the fastest growing larceny violation in the nation. You might say it's sort of a case of mass slight of hand. And it is to the point now where store managers are leery of every customer. When a person enters a store carrying a large package, large bulky coat, or maybe it's a girl with a large handbag, the chances are you're spotted immediately and that your picture will have been taken before you ever reach a counter of merchandise.

Now you're going to say, "Chuck, why are you here to talk to us about this problem?" Well, to be very blunt about it, to tell it like it is, I'm simply here because our information tells us that 50%--50% of that \$2.1 billion worth of merchandise is taken by people between the ages of 14 and 19. And, you know, it really grieves me because, more and more, teenagers are saying, "We're not as bad as the adults think we are. We are bright and alert young people. We care about other people, about our communities, about our country, and the condition it is in." And then we look at the statistics. Fifty per cent between the ages of 14 and 19. You say, "Why don't they lower the voting age to 18 so we can have our say about who is going to lead our country?" Yes, you say that as you slip a lipstick into your purse, or a record in among your school books, or slide an extra watch on your arm. Now I'm not here to accuse anyone in this room of shoplifting. It's quite possible that no one ever has. I am here to ask you not to steal. If you have, not to do it again. Because in the long run, it is you--and only you--that will be hurt. Shoplifting is stealing, whether it be a 5¢ pack of gum or a \$1 record, or a \$10 transistor radio. Shoplifting is stealing.

Now, think about this. You come to school in the morning, you're wearing a brand new watch that you just bought with part of your savings. Money that you worked hard for all summer long, pumping gas, working in a supermarket, babysitting, whatever. But, you worked hard for it. You decide to go into the washroom to wash your hands, and not wanting to get your new watch wet, you leave it in your locker. Knowing that you will only be gone a minute or two, you don't bother to lock your locker. After all, no one is going to steal it--or are they? You return from the washroom and it's gone, that brand new watch that you worked and saved for has been lifted. In effect, shoplifted. Now, you don't like it when someone takes something of yours, so why should you take something that belongs to someone else? After all, every item in a store was bought and paid for by the owners of that store and every piece of merchandise in that store belongs to them until someone buys it.

I'm now talking about why people shoplift. Police, store managers, psychologists have plenty of theories to explain the growth of shoplifting. Some see a general decay of moral standards. They say that some young people take the billiard ball conception of themselves. That they are victims of a broken home, or their mothers rejected them, so why shouldn't they steal? Perhaps one motivation for shoplifting is a desire for

the thrill of getting something for nothing. They get something alright--a quick trip to the police station. And do you realize that the average retail value of all shoplifted items is only \$3.00? It seems that shoplifters get a certain satisfaction proving they are smarter than the people who run the store.

Let's talk more about the kind of people who shoplift. Less than 5% of all the thefts are committed by the mentally ill, or kleptomaniacs, even less out of financial need. In fact, the great majority--this may come as a shock--are white and come from middle income suburban families who don't even need it. Who don't even need it! Example: A lady wearing a \$5,000 mink coat, her fingers studded with diamonds was picked up trying to walk off with a \$2.98 candy dish. "Just for kicks," as she explained to the detective. Many children learn their shoplifting early. They pick up their techniques from their mothers. They are often used as decoys. Parents stuff goods into the kid's pockets so the kids can be blamed for misbehaving--then when the mothers are caught, it's "Naughty, naughty Johnny, shouldn't do that." So, it's quite true that not all shoplifters are teenagers, but remember, half of them are.

Here's another example. Two teenage boys, I would say, are the most brazen shoplifters I've ever heard of. Dressed in overalls, they confidently strolled into a sporting goods store, picked up a canoe and walked out. End of story--not quite. They were caught when they returned for the paddles. I tell you that story to show you that they did get away with one theft, but they were caught the second time. You may get away with it once, five times, ten times even. But, eventually, you will get caught, and why take a chance. You might be caught the first time. There's an old saying that your sins will always come back to haunt you, so why commit that sin in the first place?

Now, let's talk about why teenagers shoplift. The most common answers are--"I did it for kicks," and you should be kicked. "Oh, it was just a prank, it was an impulse, I did it on a dare. It was part of an initiation." In other words, they seem to think it's more sport than a crime. Some sport. A sport that could jeopardize your entire future. This is no sport. It's a character problem. And one of the most important parts of getting ahead in this world is your character. Believe me, you are judged more on that than you are on your talents or your brains. As you grow older and become more experienced in this big and wonderful world, you will find that the people who get the farthest ahead are those with a high character standing. Indeed, shoplifting is not a sport, it is a childish regression. But, I don't care what you say, kids steal to be in. In what, jail? Friends say "go ahead, I dare you to." With friends like this, you don't need enemies.

Now, let's imagine for a minute what it would be like to shoplift and be caught. You're in a store, any store, and maybe you're just out window shopping for the most part of that day. You don't have too much money with you. A couple of bucks or whatever. And all of a sudden you see something you want and you have wanted it for a long time. It could be one of a million things. A new shirt, a new dress, a new coat, a transistor radio, a record album, anything. You want

it. You check your money supply. You're about \$2 short. Now, wait a minute. There doesn't seem to anyone around. The thought hits you. It'll be easy to take it. It's small, it'll fit in my pocket or maybe it will go into your purse. Whatever this thing is that you want. And you say, "I can get away with it, I don't see anybody watching."

So, quickly confidently, you slip it into your pocket, and right then you find yourself getting scared. You pray that you're going to get out that door and that everything's fine. You've got it in your pocket, you figure that's most of it. Nobody's caught you yet. And you head for the door, shaking like a leaf, and you will be, believe me. All of a sudden you're out that door and you figure, "I'm home free." Then you feel that hand on your arm. You thought you were shaking before, you're going to be shaking even more now. Can you imagine that feeling when you look up and you see a policeman, or store manager, and they have their hand on your arm because they know you took something that did not belong to you? And you know you're caught. And right then you will have to face the fact that you are a thief and it can be a truly traumatic experience. Imagine that, young people. Imagine that hand on your arm, catching you and you're caught, you are a thief.

Alright, we've just imagined ourselves being caught. Now let's get right down to it. What happens when you are caught shoplifting? It's not very pleasant, believe me. You'll be taken to the police station, your parents will be called and they will be required to be at the police station with you. Juvenile reports will be made out and these reports pertain not only to you, but your family and everything about them. A full description of you, the name and place where your parents work, whether they own their home, the school and church that you attend, the names of all children in the family and their ages. The names of your three best friends, and whether they were implicated in the theft or not. A state form will then be made out and sent to Madison in duplicate. You'll be searched and a photograph will be taken. And that should be a pretty good deterrent right there. Your photograph on file in this city and in Madison. A photograph that is available to certain people if needed.

So here you have your name on location in two locations and this is a record that will never be erased. You will carry this record with you wherever you go. This record is open to many people throughout the rest of your life, including the military government, schools of higher learning that you may attempt to enter, places of employment that have government contracts. And any time that the state, or county or federal government wants information about you, they can get it from this record. A job that requires bonding, even that of a stock boy, probably would be closed to a youth with a record. You may also be turned down for government, state, city or county jobs. With a police record, it can be difficult, in fact in some cases, impossible, to enter any business or profession where a special license is required, such as law, real estate or insurance. A criminal record can keep you out of the college or professional school of your choice. For example, a stolen carton of candy kept one boy out of West Point, and a girl was denied entry to law school because of a stolen swimsuit. Now, I think you realize that in this day and age a person just can't afford

not to go to college. There was a time when they used to say you can't get anywhere with a high school education--now you can hardly get anywhere without a college education. In fact, you almost need a masters degree, even a Ph. D. in everything. Do you want that gone, that opportunity to go to the college of your choice, gone? I don't think you do. So you see these kicks can come back to haunt you. A minor record easily becomes a major problem. Now in Wisconsin, shoplifting is theft. Theft is a felony if the property is of a value exceeding \$100 and is punishable by imprisonment in the state penitentiary in Waupun. So you say, "I only took little things, I don't have to worry." Alright, let's tell you about that.

If the value of the property does not exceed \$100, you can receive a fine of not more than \$200 or imprisonment up to six months, or both. Alright, for property values ranging between \$1,000 to \$10,000, it could be a fine anywhere from \$200 to \$10,000, or imprisonment anywhere from six months to 15 years. We're really not concerned with that. We're concerned actually with the smaller items. Things like records, lipstick, compacts, candy bars, nylons, clothing, etc. And another thing to think about, too, is that if you are over 18 you can be tried as an adult. So, alright, you're 17 1/2, you're picked up for shoplifting, and you figure, alright, well you know what might happen, they just might not do anything for six months. And when you reach the age of 18, then you'll be charged with theft and go into adult court. And that can be a very traumatic experience. Many young people, when arrested for shoplifting say, "Why didn't someone tell me that shoplifting was a crime." Look, ignorance of the law is no excuse and no defense against prosecution and conviction. Don't expect someone to tell you, you should know that. Another reason not to shoplift is, well, because it's getting harder and harder to get away with it.

Let's go into some of the deterrents you find in stores. First of all, there are floor detectives and these are not what you usually figure detectives to be. The guy in the white shirt, dark tie and dark suit, wandering around the floor, graying at the temples. He's likely to be dressed the same as you--levis, sneakers and a sweat shirt, long hair and a mustache. You can never tell. The guy standing next to you looking at merchandise might be a floor detective. There are two way mirrors. You are admiring something in a mirror and somebody's looking right back through it at you.

They use walkie-talkies, close-circuit television and also cameras, from most anywhere they can hear or see you. This information can be used for prosecution. If they've got your picture on record, they can use that as evidence in court. There's a new system in use in some stores, the micro-wave transmitter, which is the size of a dot hidden on a sales item. You don't know just where it will be hidden, and the clerk is the only one who can neutralize that dot. If the dot is not neutralized, it sets off an alarm when carried through an exit. And bingo, you're done. Some kind of ultimate in anti-shoplifting techniques may be the loud speaker in one store out East that keeps repeating "put it back, put it back."

(Now, if I were going to use slides or a film in my speech, this is the spot where I would use them. If not, I'd continue this way.)

We give you this information today for a series of reasons. We feel that each one of you in this room is mature enough to know and understand information like this and make a decision on your own. To become involved or not to become involved in these instances. Now this is where the solution to the problem lies. The decision is yours. Let us talk about the tragedy and heartbreak within your own family. When Mom and Dad come down to the police station and you have to face them. Face the tears in your Mother's eyes, and the tears will stream down your face. And your Father's hair gets grayer. And all because you took some silly little thing like a lipstick or a record or a transistor radio. Stop and think, who did it to them, who did it to you, and don't get involved with the law and end up with a record that cannot be erased.

Today I want to ask each of you here, each of you, to do me a favor. I want each one of you, individually, and on a personal level, to go somewhere where you can be alone. I want you to take a good hard look at yourself. I want you to take the time to make a self-evaluation and really think. Now, you know, thinking about yourself, objectively, is one of the hardest things for a person to do, because you always tend to look at the good points and ignore the bad points. I want you to think of yourself objectively. Consider the bad points as well as the good points. Consider the past, where you have been, and the future, where you are going. You know, growing up is a serious matter and it effects everyone in a different way. And that's why you must decide. Your friends can't tell you. Your teachers and parents can only guide you. You must make the final decision on what you are going to do with the rest of your life.

Now, it's a tough old world and more than once in this life, you are going to feel that you are being stepped on. Just pushed into the ground like a piece of dirt. More than once that's going to happen to you. And maybe your way of retaliation would be to pick something up, something that doesn't belong to you. Your way of showing that you can step back. So what have you accomplished. You just picked up a \$4.00 record. Big deal. And once you've stolen it, it'll lose all its value. What does this mean to you, something that you've just picked up and carried out of a store. You haven't earned it, you haven't won it, and you haven't even bought it. It's just a record that you stole. What does it mean? Sure you can put it on your record player and play it. Sure, maybe it's Gary Puckett and the Union Gap, your favorite group. But, I really don't think it will really mean anything to you. Now, this may sound corny, but it's true, believe me. The things that I enjoy the most are the things that I have worked the hardest for. And I think you too will find that to be true also. And I think today is the case at point.

Now this speech has not been easy to prepare for me. Every night for a week I sat down and I thought and I wrote, and I wrote and I thought. I tried, as I said earlier in this speech, to put my feelings down on paper and it's not easy. I'm not a gifted writer. If I was, I'd probably be out writing comedy shows or something. But I sat down because I felt this was something that had to be said. It was something that I believed in and that I believe that you should know about. It's something that I worked hard for. I ignored my family every night for a week because I wanted to do this for you, because I believe in you. And this I know is something

that I am going to enjoy to the upmost because it is something that I feel I've worked hard for. For this opportunity to be able to talk to each and every one of you today. And I know I will enjoy it even more if you follow the path that I am trying to put forth to you.

Talking about a path in conclusion today, I would like to talk a little about a poem that Robert Frost wrote called "The Road Not Taken." "The Road Not Taken" is a story of a man walking down a road on an autumn day and suddenly he comes to a fork in the road. One path goes off to the left, one to the right. The one to the right has been traveled by many because the ruts from the wheels are deep and the undergrowth has grown back quite a ways. It's obvious that many have gone that way. But Frost says, consider that path to the left. There the weeds are deep, there the undergrowth has grown so close it's obvious that few have gone that way. And you know that path took a turn not far from the man's sight to a destination unknown to the traveler. Frost said that he stood there for some time making a decision. And, finally, he writes these two lines to conclude his poem. "And I, I took the path less traveled by and that has made all the difference."

Now it seems to me that that poem is more than a path, than a poem, than leaves and trees. It is life, your life and mine. You can choose to become involved in any incident that we have described to you today. You can choose to go along with your friends and keep that 1/3 figure involved in juvenile crime. That's your choice.

NEWS ITEM

HEAVY LIFTERS

AKRON, Ohio (AP) - Some shoplifters operate on a grand scale, Paul Brothers, an Akron store protection chief, says.

Brothers told Junior Chamber of Commerce members that one Akron store lost an 18-foot boat complete with equipment. And the store for which he works is "trying to locate" one of its concert grand pianos, he added.

NEWS ITEM

SHOPLIFTER'S TRICK INSURES GETAWAY

TOPEKA, Kan. (AP) - A shoplifter used a novel approach here to find if he were "in the clear" after a theft.

He entered a furniture store and went to the basement, pretending to be interested in buying a used refrigerator. Finding one, he asked the clerk to go upstairs and get the price for him.

While the employee was upstairs, he looked out the window and saw his "customer" walk out with a portable TV set, put it in his car and drive off.

In a few minutes a telephone caller laughingly said he had taken the set "to win a bet that he could walk out without being seen." He asked the clerk if anyone had taken his car license number. Upon being told that his license number was unknown, the man hung up--and has never been seen since.

NEWS ITEM

A BLOODY TALE

The off-duty Trenton patrolman fidgeted in line at the supermarket checkout counter waiting his turn in what seemed to be an endless line on a busy Saturday afternoon. Ahead of him stood a woman trying to control two squirming kids and ahead of them stood a tall man, hat square on his head and wearing a checked jacket and jeans. The patrolman glanced idly at these people with the sort of bored curiosity that goes with waiting in line. Suddenly he looked again at the man, then reached around the woman and her kids to tap the man on his shoulder.

"Say, buddy," he said, "Do you know that your head is bleeding?"

Checked jacket put one hand to the side of his face and looked startled as it came away sticky with fresh blood. The other side of his face and hair were also wet with slim streams of red, wet liquid.

"Take off your hat and let's see where you are hurt," commanded the officer.

Looking suddenly very frightened, the victim attempted to push his way through the aisle to flee. Deftly grabbing his arm with one hand the policeman quickly flashed his credentials with the other and then removed the man's hat. Under the hat and resting heavily on the man's matted hair was a fairly good cut of fresh, thick steak.

A novel method of shoplifting had been discovered because the meat that was stolen was just too juicy for the trip out of the store.

Trenton/March 1971

RUL                    JOYFES

1. Keep your eyes open.
2. Watch all your customers in a pleasant, courteous, interested manner.
3. Never leave your section unattended.
4. Do not turn your back on a customer if you can avoid doing so.
5. If you suspect a customer watch him openly, but courteously.
6. Be alert to customers carrying unwrapped merchandise.
7. Do not permit young children to loiter unattended.
8. Keep display stock in good condition.

## SECURITY WEAKNESSES AND FAILURES

Mr. Saul D. Astor, President, Management Safeguards, Inc., presents the following points in his article, "The Inventory Shortage--Enigma of the Discount Industry":

1. Fitting rooms are often uncontrolled and unchecked.
2. Men's and ladies' rooms in the stores are unlocked and uncontrolled.
3. Unused checkout aisles are open.
4. Personnel are badly scheduled so that sales floor is relatively uncovered during peak periods.
5. Customers' bags and packages are permitted inside the store.
6. Anti-shoplifting signs are not posted.
7. Plainclothes patrols are not used.
8. Personnel are poorly instructed as to the procedure to follow when they observe a shoplifter.
9. Apprehended shoplifters are not turned over to police or juvenile authorities.
10. High-unit value merchandise is unprotected by enclosures and/or personnel.
11. Price-ticketing methods are not adequate to minimize ticket switching.
12. Cashiers are free to accept handwritten prices without any validating marks.

NEW JERSEY'S SHOPLIFTING LAW

2A:170-97. Definitions

For the purposes of this act, unless the context clearly requires a different meaning:

"Shoplifting" shall consist of any one or more of the following acts:

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- c. For any person willfully to alter any label, price tag or marking upon any merchandise offered for sale by any store or other retail mercantile establishment with the intention of depriving the owner of all or some part of the value thereof.
- d. For any person willfully to transfer any merchandise offered for sale by any store or other retail mercantile establishment from the container in or on which same shall be displayed to any other container with intent to deprive the owner of all or some part of the value thereof.

"Store or other retail mercantile establishment" shall mean a place where merchandise is sold or offered to the public for sale.

"Merchandise" shall mean any goods, chattels, foodstuffs or wares of any type and description, regardless of the value thereof.

"Merchant" shall mean any owner or proprietor of any store or other retail mercantile establishment, or any agent, servant or employee of such owner or proprietor.

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An Act concerning disorderly persons in relation to shoplifting; creating certain presumptions arising out of the concealment of unpurchased merchandise; and providing that the detaining for probable cause and

for a reasonable time of persons under suspicion of shoplifting, by certain officers or merchants shall not render any such officer or merchant criminally or civilly liable in any manner or to any extent whatsoever and supplementing subtitle 12 or Title 2A of the New Jersey Statutes. L.1962,c.178.

2A:170-98. Shoplifter as disorderly person

Any person found guilty of shoplifting, as the same is defined in section 1 of this act,\* is a disorderly person. L.1962,c.178:2

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Any person willfully concealing unpurchased merchandise of any store or other retail mercantile establishment, either on the premises or outside of the premises of such store or other retail mercantile establishment, shall be prima facie presumed to have so concealed such merchandise with the intention of converting the same to his own use without paying the purchase price thereof within the meaning of section 1 of this act, and the finding of such merchandise concealed upon the person or among the belongings of such person shall be prima facie evidence of willful concealment; and if such person conceals, or causes to be concealed such merchandise upon the person or among the belongings of another, the finding of the same shall also be prima facie evidence of willful concealment on the part of the person so concealing such merchandise. L.1962, c.178:3.

2A:170-100. Taking suspect into custody; detention; arrest without warrant

A law enforcement officer, or a special officer, or a merchant who has probable cause for believing that a person has willfully concealed unpurchased merchandise and that he can recover such merchandise by taking the person into custody, may, for the purpose of attempting to effect such recovery, take the person into custody and detain him in a reasonable manner for not more than a reasonable time. Such taking into custody by a law enforcement officer or special officer or merchant shall not render such law enforcement officer, special officer or merchant criminally or civilly liable in any manner or to any extent whatsoever.

Any law enforcement officer may arrest without warrant any person he has probable cause for believing has committed the offense of shoplifting as defined in section 1 of this act.

A merchant who causes such arrest, as provided for in this section, of a person for shoplifting shall not be criminally or civilly liable in any manner or to any extent whatsoever where the merchant has probable cause for believing that the person arrested committed the offense of shoplifting. L.1962, c.178:4.

## RECENT SHOPLIFTING COURT CASES

There have been two recent cases in the field of shoplifting. These have to do with false arrest, or more properly wrongful detention and interrogation. Such charges are the chief hazard in energetic efforts to thwart shoplifting.

These cases, unfortunately, do not shed a clear light on how to proceed, as a merchant, to protect yourself from these charges. However, the following points can be discerned from these cases:

- (a) The matter of "reasonable cause for believing" is a matter of law for the court to decide.
- (b) The matter of detention and interrogation in "a reasonable manner and for a reasonable time" is a matter for the jury to decide as a matter of fact, should false arrest charges be pressed.
- (c) The court will generally hold that the length of time that is reasonable is at least that period of time necessary to determine the suspect's name and address.
- (d) Any person who attempts to detain and interrogate a person believed to be a shoplifter must identify himself.
- (e) Detention may be made, under this statute, only for the purpose of investigating the purported crime and not for such purpose as to enforce payment or gain a confession.
- (f) Where an employee relies on the statement of other employees as to the purported crime and has not, himself, seen the purported crime, he may not, as a question of fact have the necessary reasonable cause to believe a crime has been committed, and the defense would not be available.

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1. Remember that the shoplifter is nervous.
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3. Attract his attention by talking to him.
4. Ask him, conversationally, "Is this the first time you've done this?"
5. Continue to walk. Recover the stolen merchandise and grasp the shoplifter firmly, but gently, by the arm.
6. Walk him out of the store, around to another entrance. Keep talking. Try to learn his name, and call him by his first name.
7. Remember that he is probably a disturbed person. Be sympathetic, reassuring, friendly.
8. Walk him back into the store into the manager's office.
9. Keep him quiet once he is inside and give him a choice of having you notify his parents, turning him over to the police, or consulting a psychologist of his own choosing.
10. Take down his statement or have a standard form ready. Do not use the word "steal" in it. Have him sign the statement.

Mr. Curtis said that it took seventeen years to perfect this method which was used at Lord and Taylor in New York. He presented it to the National Association of College Stores Convenetion in April, 1966, in Chicago.

--Publisher's Weekly, Volume 189,  
No. 20, May 16, 1966, page 69.

NEWS ITEM

HEAVY LIFTERS

AKRON, Ohio (AP) - Some shop lifters operate on a grand scale, Paul Brothers, an Akron store protection chief, says.

Brothers told Junior Chamber of Commerce members that one Akron store lost an 18-foot boat complete with equipment. And the store for which he works is "trying to locate" one of its concert grand pianos, he added.

NEWS ITEM

SHOPLIFTER'S TRICK INSURES GETAWAY

TOPEKA, Kan. (AP) - A shoplifter used a novel approach here to find if he were "in the clear" after a theft.

He entered a furniture store and went to the basement, pretending to be interested in buying a used refrigerator. Finding one, he asked the clerk to go upstairs and get the price for him.

While the employee was upstairs, he looked out the window and saw his "customer" walk out with a portable TV set, put it in his car and drive off.

In a few minutes a telephone caller laughingly said he had taken the set "to win a bet that he could walk out without being seen." He asked the clerk if anyone had taken his car license number. Upon being told that his license number was unknown, the man hung up--and has never been seen since.

NEWS ITEM

A BLOODY TALE

The off-duty Trenton patrolman fidgeted in line at the supermarket checkout counter waiting his turn in what seemed to be an endless line on a busy Saturday afternoon. Ahead of him stood a woman trying to control two squirming kids and ahead of them stood a tall man, hat square on his head and wearing a checked jacket and jeans. The patrolman glanced idly at these people with the sort of bored curiosity that goes with waiting in line. Suddenly he looked again at the man, then reached around the woman and her kids to tap the man on his shoulder.

"Say, buddy," he said, "Do you know that your head is bleeding?"

Checked jacket put one hand to the side of his face and looked startled as it came away sticky with fresh blood. The other side of his face and hair were also wet with slim streams of red, wet liquid.

"Take off your hat and let's see where you are hurt," commanded the officer.

Looking suddenly very frightened, the victim attempted to push his way through the aisle to flee. Deftly grabbing his arm with one hand the policeman quickly flashed his credentials with the other and then removed the man's hat. Under the hat and resting heavily on the man's matted hair was a fairly good cut of fresh, thick steak.

A novel method of shoplifting had been discovered because the meat that was stolen was just too juicy for the trip out of the store.

Trenton/March 1971

RUL                    JOYFES

1. Keep your eyes open.
2. Watch all your customers in a pleasant, courteous, interested manner.
3. Never leave your section unattended.
4. Do not turn your back on a customer if you can avoid doing so.
5. If you suspect a customer watch him openly, but courteously.
6. Be alert to customers carrying unwrapped merchandise.
7. Do not permit young children to loiter unattended.
8. Keep display stock in good condition.

## SECURITY WEAKNESSES AND FAILURES

Mr. Saul D. Astor, President, Management Safeguards, Inc., presents the following points in his article, "The Inventory Shortage--Enigma of the Discount Industry":

1. Fitting rooms are often uncontrolled and unchecked.
2. Men's and ladies' rooms in the stores are unlocked and uncontrolled.
3. Unused checkout aisles are open.
4. Personnel are badly scheduled so that sales floor is relatively uncovered during peak periods.
5. Customers' bags and packages are permitted inside the store.
6. Anti-shoplifting signs are not posted.
7. Plainclothes patrols are not used.
8. Personnel are poorly instructed as to the procedure to follow when they observe a shoplifter.
9. Apprehended shoplifters are not turned over to police or juvenile authorities.
10. High-unit value merchandise is unprotected by enclosures and/or personnel.
11. Price-ticketing methods are not adequate to minimize ticket switching.
12. Cashiers are free to accept handwritten prices without any validating marks.

NEW JERSEY'S SHOPLIFTING LAW

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